

Portfolio Artifact Scoring Form

Evaluation Rubric
InTASC Standard 9

Teacher Candidate: _____

Instructor: _____

Artifact: _____

Semester/ Year: _____ Course: _____

Portfolio Stage: Initial Admission to Student Teaching Transition to Teaching

"Please note that this form is now aligned to the InTASC Educator Standards, as mandated by the WI DPI. During the transition period from the WI Educator Standards (WES) to the InTASC Standards the alignment will be provided for ease in uploading artifacts for each InTASC Teaching Standard."

InTASC Standard 9- Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

WES 9 - Able to evaluate themselves. **COEHS -** Being a life-long learner, Being a reflective professional.

1	2	3	4	5
<u>Minimal</u> Teacher candidate demonstrates minimal skill in:	<u>Emergent</u> Teacher candidate demonstrates inconsistent skill in:	<u>Progressing</u> Teacher candidate demonstrates somewhat consistent skill in:	<u>Proficient</u> Teacher candidate demonstrates highly consistent skill and the competence expected of a beginning teacher:	<u>Advanced</u> Teacher candidate demonstrates highly consistent skill and performance indicative of an exemplary teacher:
*reflecting on and analyzing a wide range of evidence (e.g., feedback from instructors, cooperating teacher, university supervisors, students, and peers) to evaluate the impact of instruction on individual learners and to set goals for improvement	*reflecting on and analyzing a wide range of evidence (e.g., feedback from instructors, cooperating teacher, university supervisors, students, and peers) to evaluate the impact of instruction on individual learners and to set goals for improvement	*reflecting on and analyzing a wide range of evidence (e.g., feedback from instructors, cooperating teacher, university supervisors, students, and peers) to evaluate the impact of instruction on individual learners and to set goals for improvement	*reflecting on and analyzing a wide range of evidence (e.g., feedback from instructors, cooperating teacher, university supervisors, students, and peers) to evaluate the impact of instruction on individual learners and to set goals for improvement AND * acting in accordance with ethical codes of conduct and professional standards	*reflecting on and analyzing a wide range of evidence (e.g., feedback from instructors, cooperating teacher, university supervisors, students, and peers) to evaluate the impact of instruction on individual learners and to set goals for improvement AND * acting in accordance with ethical codes of conduct and professional standards

Rubric Score (whole numbers only): _____

_____ Unacceptable **Must be redone and resubmitted to receive a score**

Instructor Signature: _____ Date: _____

Make a copy of this form and submit it, along with each assignment being graded, to your instructor.